

Bishop William Ward Curriculum Map: Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Fire of London		Kenya		Home Sweet Home	
Enquiry Driver	What is the past, present and future?		What is special about where we live? What is special about Kenya? Would you like to live in Kenya?		Would you like to live in a castle?	
Spirituality Driver (What If)	What if you had to leave your home in a terrible rush? What would you save?		What if you could live anywhere, where would you go and why? What if we had no taps?		What if you had no home? What makes a home special? What if you had to share your home with other families?	
The Arts Driver	Creative ways of depicting fire . . . art, music, poetry		African drumming		Design & make castles	
Launch	Take chn outside and separate into teams. Teams have water pistols (fire squirters) who can put out the 'fire' first? NB. Fires are drawn onto large tuff trays with chalk pens. Chn work together in their teams to put out the fire. Stop after 5 minutes - what has gone well? What could be improved? Ask the children how they felt when they were told that there was a fire outside?		Have the classroom set up like a plane initially and play take off and landing then show images of Kenya. Pose questions of where we are? How do you know? Give children a passport to complete over the day. Find facts about kenya. Go on a safari around the school grounds – find animals using a map of the school as reference.		Knight Training Day Welcome children to the knight training school. Explain that they will be going on quests to show they have the qualities of a knight – perseverance (make butter from cream), courage (discussion about how we can be brave), hospitality (invite another class to share iced biscuits), discipline (marching silently in formation) Children to practice horse skills outside with hobby horses and balloon swords.	
Finale	GFOL workshop Make a puppet theatre		Make animal masks and create a dance		Split the class into 2 (attackers and defenders), create a castle from cardboard. Use beanbags and dodgeballs to 'attack' the castle.	
Visits/ Experiences	School visit from Make the Classroom Disappear. All dress in clothing from the time.		Visit from African Drumming Expert		Visit to Hedingham Castle	
Role Play/stimulation	Enact having to leave home quickly, in an emergency – Link to WHAT IF . . . Magic Grandad Great Fire of London – Youtube Reenact the fire spreading				Fairy tale Castle Medieval dressing up	
English	Over the course of Y.2 the children will focus on the following skills through the genres set out below: • develop positive attitudes towards and stamina for writing • planning or saying out loud what they are going to write about • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • predicting what might happen on the basis of what has been read so far • making inferences on the basis of what is being said and done The children will continue to work on Letters and Sounds to support their reading and spelling. During the course of the year the class will begin to learn how to join letters with diagonal and horizontal upstrokes					
	Genres 1:1 Rhymes & Narrative: Gruffalo Instructions- how to make bread Traditional rhymes: A.A Milne – Waiting at the Window, When I was one	Genres 1:2 Information texts – pop up books on the Great Fire of London Diary – link to Samuel Pepys Toby and the Great Fire of London	Genres 2:1 Multicultural Tales: Tinga Tinga Tales Handa's Surprise Anna Hibiscus Persuasive Writing: Why should you visit Kenya?	Genres 2:2 Non-Chronological Report – African animal Poetry – African animal related	Genres 3:1 Traditional tales: The Three Little Pigs , The three little Wolves and the Big, Bad Pig Information text and non-chronological report - castles	Genres 3:2 Diary- of a knight Recount – Castle Headingham Trip Performance poetry Whole class text: The Enchanted Wood
Maths	See the table at the bottom of this document based on the Whiterose Scheme of work and National Curriculum statements					
RE	Understanding Christianity: Creation (Digging Deeper) Key Question: Who made the world and everything in it?	Understanding Christianity: Incarnation (Digging Deeper) Key Question: Why was Jesus born?	Other Faiths: Special Words and Stories Key Question: What's special about the bible?	Understanding Christianity: Salvation (Digging Deeper) Key Question: Why do we celebrate Easter?	Understanding Christianity: Gospel (Core) Key Question: How does each offer opportunities for good?	Other Faiths: Special Ways of Living Key Question: What does it mean to belong?
Science	Working Scientifically: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests					

	- identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions					
	Plants -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. What if the world were in darkness? Refer back to The Tiny Seed story by Eric Carle	Animals, including Humans -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	What if we didn't exercise? What if we only ate sweets? What if we only ate fruit? All living things & their habitats (contrast here and Kenya) -explore and compare the differences between things that are living, dead, and things that have never been alive. -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including micro-habitats -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. What if all animals ate plants? What if all animals ate meat?		Animals, including Humans -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) What if there was no water?	Uses of everyday materials – link to Castles -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. What if everything was made of wood?
Computing	Logging on and using the laptops. - Recap login process on Laptops - Ensure children can login to PurpleMash and Numbots To Connect Touch Typing – 2Type - Home, Bottom & Top row keys	To Communicate – Combining text & Graphics including photographs and sounds (2Create a story) - Create a new book - Use SHIFT key to make uppercase letters & symbols. - Begin to use 2 hands when typing - Word process simple texts - Choose a font and text size - Insert picture from saved location - Insert sounds - Record speaking onto the story	Technology in the world – Online Safety (PM unit 2.1, 3 lessons) (Searching & sharing, Email using 2Respond, Digital footprint) - use search functions and know the implications of inappropriate searches - understand and explain how to protect personal information - explain what a digital footprint is	To Collect Questioning (PM unit 2.4, 5 lessons) - Sort objects and pictures into lists or simple tables - Make a simple Y/N diagram to sort information. - Create and search a database	To Code Coding (PM unit 2.1, 5 lessons) - Show an awareness that algorithms need precise instructions to be successful code. - Create simple programs to achieve a specific purpose - Identify and correct some errors (debug) - Understand the need for logical steps.	To Make Music Make Music (PM unit 2.7) To be introduced to making music digitally using 2Sequence. - To explore, edit and combine sounds using 2Sequence. - To add sounds to a tune to improve it. - To upload a sound from a bank of sounds into the Sounds section.
History	<u>Breadth of study :</u> The lives of significant individuals in Britain's past who have contributed to our nations achievements ie inventors scientists, reformers, medical pioneers or creative geniuses (Samuel Pepys) Significant historical and events, people in their own locality (London) <u>Give me 5:</u> - The fire started on the 2nd September 1666 - The fire started in a bakery on Pudding Lane - Samuel Pepys kept a diary about what he saw - There are now rules about how to build houses in our cities to make sure fires are less likely - The Monument built to remember the Great Fire of London reaches the bakery where the fire started if it is laid out on the ground. Also included in this topic: Thomas Farriner owned the bakery where the fire started. Thomas Farriner's maid was the first person to die in the fire. The houses in London were made of wood and were built very close together.			<u>Breadth of study:</u> Significant historical events, people and places in their own locality- Colchester history (Castle, Colchester Siege) <u>Give me 5:</u> - The Normans ruled Britain from 1066 – 1154 - William the Conqueror beat Harold at the Battle of Hastings - The first castles in England were built by the Normans to defend the land they had taken. - Colchester Castle was built by the Normans in 1076 and can still be seen today - Early castles were built from wood and were called motte and bailey castles Also included in this topic: Comparing homes through time. The Bayeaux Tapestry tells the story of the conquest of England. Understanding who William the Conqueror was and why he built castles. Describing different types of castles including motte and bailey and keep and bailey castles. How castles were defended.		

	The weather was very hot and dry in the summer of 1666. The tools used to put out the fire included fire hooks, water squirters and leather buckets. Samuel Pepys was famous for writing a diary about life at the time. Charles II was the King. Comparison of modern London with 17th century London <u>To communicate historically</u> Show an understanding of concepts such as civilization, monarchy, parliament, democracy and war and peace <u>To investigate and interpret the past:</u> • Identify some of the different ways the past has been represented. • Use pictures, stories, online sources and databases to find out about the past. <u>To build an overview of world history:</u> • Describe significant people from the past (Samuel Peyps; James 1) • Recognise that there are reasons why people in the past acted as they did. <u>VOCABULARY:</u> Tier 2 & 3 words : baker, Lord Mayor, River Thames, diary, street, fire, consider, remember, question Y2 Spellings: water, every, because, would, could, climb, great		What life was like in a castle. <u>To communicate historically</u> Show an understanding of concepts such as civilization, monarchy, parliament, democracy and war and peace (Guy Fawkes, Castles, General Elections) <u>To investigate and interpret the past:</u> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Identify some of the different ways the past has been represented. • Use artefacts, pictures and online sources to find out about the past. <u>To understand Chronology:</u> • Place artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate <u>To communicate historically:</u> • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace (British Values – Democracy, Rules of Law, General Election) <u>VOCABULARY:</u> Tier 2 & 3 words : castle, battlements, moat, motte, bailey, drawbridge, portcullis, monarch, conquer Y2 Spellings: beautiful, class, gold, busy, door, grass
Geography	Introduce London <u>To investigate places:</u> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). . . . <i>Children to write about their own experiences of London</i> <u>To communicate geographically:</u> Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop.	<u>Breadth of study:</u> <i>Investigate the world’s continents and oceans:</i> • Name and locate the world’s continents and oceans. Compare and contrast a small area of the United Kingdom with that of a non European country: <i>ie Great Horkesley & Kenya</i> <u>Give me 5:</u> 1) Kenya is on the continent of Africa 2) Kenya has 2 official languages, Swahili and English 3) The capital city of Kenya is Nairobi 4) Kenya is near the equator so it has a warm, tropical climate 5) The tallest mountain in Kenya is called Mount Kenya Also included in this topic: Kenya is the natural habitat of animals such as lions, leopards, elephants and zebras. Kenya is a country in Africa that is found near the equator. The weather patterns are different in Great Horkesley and Nairobi. When we draw a map we create a bird’s eye view of our surroundings. We use the terms north, south, east and west to describe direction. The landscape in Kenya is very diverse. You can see mountains, beaches, small villages and big cities. Kenya is bordered by Ethiopia, Somalia, Tanzania, Uganda and Sudan. It also meets the Indian Ocean. <u>To investigate places:</u> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	

	• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. <u>To investigate patterns:</u> use time and date.com • Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country. -Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. <u>To communicate geographically:</u> Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use locational language (e.g. near and far) to describe the location of features and routes on a map. -use compass directions (north, south, east and west) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) – <i>Link to Lion King maps/zoo map</i> <u>VOCABULARY:</u> Tier 2 & 3 words : north, south, east, west, consider, list, common, Africa, equator, ocean, population Y2 Spellings: child, children, clothes, find, grass, hour, money, most, people, wild					
Art	Developing Ideas: • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.					
	Collage • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.		Sculpture – • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, molding and carving.		Drawing/Watercolours • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils/watercolours	
D&T	To design, make, evaluate and improve • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.					
	Covered in English – making bread		Materials (<i>Moving Pictures</i>) • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).		Construction • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	
Music	Unit1: Pulse, Rhythm and Pitch Spirituality Driver - How Does Music Help Us to Make Friends?	Unit 2: Playing in an Orchestra Spirituality Driver - How Does Music Teach Us About the Past?	Unit 3: Inventing a Musical Story Spirituality Driver - How Does Music Make the World a Better Place?	Unit 4: Recognising different sounds Spirituality Driver - How Does Music Teach Us About Our Neighbourhood?	Unit 5: Exploring Improvisation Spirituality Driver - How Does Music Make Us Happy?	Unit 6: Our Big Concert Spirituality Driver - How Does Music Teach Us About Looking After Our Planet?
	Main objectives over the year: use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned instruments musically; • listen with concentration and understanding to a range of high-quality live and recorded music; • experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range , pitching accurately. • Know the meaning of	Listening: Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they	Composing: Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned	Musicianship Pulse/Beat: Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and	Musicianship Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting	Musicianship Pitch: Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases

	dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.	recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.	point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.	independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.
PE	BALL SKILLS - To be able to roll a ball to hit a target - To develop co-ordination and be able to stop a rolling ball - To develop technique and control when dribbling a ball with your feet - To develop control and technique when kicking a ball - To develop co-ordination and technique when throwing and catching - To develop control and co-ordination when dribbling a ball with your hands Dance - To remember, repeat and link actions to tell the story of my dance - To develop an understanding of dynamics and how they can show an idea - Use counts of 8 to help you stay in time with the music. - To copy, remember and repeat actions using facial expressions to show different characters. - to remember and rehearse our circus dance showing expression and character - to copy, repeat and create actions in response to a stimulus. - To copy, create and perform actions considering dynamics. - to create a short dance phrase with a partner showing clear changes of speed	SENDING AND RECEIVING - To roll a ball towards a target. - To be able to track and receive a rolling ball. - To be able to stop, send and receive a ball with your feet. - To develop throwing and catching skills - To send and receive a ball using a racket. Gymnastics: - To perform gymnastic shapes and link them together. - o be able to use shapes to create balances. - To be able to link travelling actions and balances using apparatus. - To demonstrate different shapes, take off and landings when performing jumps - To develop rolling and sequence building - To develop sequence work on apparatus.	FITNESS: - to understand how to run for longer periods of time without stopping. - To develop co-ordination and timing when jumping in a long rope. - To develop individual skipping. - To take part in a circuit to develop stamina and agility. - To explore exercises that use your own body weight. - to develop 'ABC,' agility, balance and co-ordination Gymnastics : - To perform gymnastic shapes and link them together. - o be able to use shapes to create balances. - To be able to link travelling actions and balances using apparatus. - To demonstrate different shapes, take off and landings when performing jumps - To develop rolling and sequence building To develop sequence work on apparatus.	NET AND WALL: - to use the ready position to defend space on court. - to develop returning a ball with hands. - to play against a partner - To develop racket skills and use them to return a ball. - To develop returning a ball using a racket. - To play against an opponent using a racket. Dance - To remember, repeat and link actions to tell the story of my dance - To develop an understanding of dynamics and how they can show an idea - Use counts of 8 to help you stay in time with the music. - To copy, remember and repeat actions using facial expressions to show different characters. - to remember and rehearse our circus dance showing expression and character - to copy, repeat and create actions in response to a stimulus. - To copy, create and perform actions considering dynamics. - to create a short dance phrase with a partner showing clear changes of speed - to copy, repeat and create movement patterns in response to the theme.	TARGET GAMES - To develop an understanding of target games and consider how much power to apply when aiming at a target - To understand how to score in different target games using overarm throwing. - To develop understanding of different target games using the skill of kicking. - To develop striking to a target - To develop hitting a moving target - To select an appropriate skill to play a game. ATHLETICS - To develop the sprinting action. - To develop jumping for distance. - To develop technique when jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To select and apply knowledge and technique in an athletics carousel.	STRIKING AND RECEIVING - To time our run around bases to stay safe - To kick a ball into space using different parts of the foot - To respond to how a ball is being bowled when hitting INVASION GAMES - To move with the ball in a game - To use space when passing and receiving in a game - To use throwing and catching to pass and receive the ball in a game - To know how to make or deny space when attacking and defending in a game - To use attacking and defending skills in a game - To follow rules to play a game

	- to copy, repeat and create movement patterns in response to the theme. - To create and perform using unison, mirroring and matching with a partner - To remember and repeat actions and dance as a group.			- To create and perform using unison, mirroring and matching with a partner		
PSHE See CORAM curriculum ZOR to weave in when appropriate	Me and My Relationships Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions Take part in creating and agreeing classroom rules. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.	Valuing Difference Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Recognise and explain how a person's behaviour can affect other people. Identify people who are special to them; Explain some of the ways those people are special to them. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations	Keeping Myself Safe Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel;	Rights and Responsibilities Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	Being My Best Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. Understand that the body gets energy from food, water and oxygen;	Growing and changing Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	requiring negotiation skills to help foster and maintain positive relationships.	Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.		Recognise that exercise and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.	
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Maths Year 2

WHITEROSE OVERVIEW OF UNITS TAUGHT:

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
AUTUMN 1							
PLACE	VALUE					ADDITION	AND
AUTUMN 2							
SUBTRACTION				GEOMETRY			
SPRING 1							
MONEY		MULTIPLICATION	AND	DIVISION			
SPRING 2							
LENGTH AND	HEIGHT	CAPACITY	MASS &	TEMP			
SUMMER 1							
FRACTIONS			TIME				
SUMMER 2							
	STATISTICS		POSITION	& DIRECTION	REVISE		

NATIONAL CURRICULUM OBJECTIVES FOR YEAR TWO MATHS:

<u>Cross curricular application 1:1</u> -measure castles in cms	<u>Cross curricular application 1:2</u> – number sequencing, counting in 10s (timelines:decades) -positioning numbes on an empty numberline (timeline dates) -weight (food)	<u>Cross curricular application Spring</u> -repeating patterns (Kenya) -symmetry (Kenya)	<u>Cross curricular application 3:1</u> -measure-height of plants 	<u>Cross curricular application 3:2</u>
<u>Number, Place Value and Rounding:</u> Pupils should be taught to: ▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ▪ recognise the place value of each digit in a two-digit number (tens, ones) ▪ identify, represent and estimate numbers using different representations, including the number line ▪ compare and order numbers from 0 up to 100; use <, > and = signs ▪ read and write numbers to at least 100 in numerals and in words ▪ use place value and number facts to solve problems. Notes and guidance (non-statutory) Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.			<u>Addition & Subtraction:</u> Pupils should be taught to: ▪ solve problems with addition and subtraction: ▪ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ▪ applying their increasing knowledge of mental and written methods ▪ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ▪ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers ▪ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ▪ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Notes and guidance (non-statutory) Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). This establishes commutativity and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.	
<u>Multiplication & Division:</u> Pupils should be taught to: ▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ▪ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs ▪ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ▪ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Notes and guidance (non-statutory)			<u>Fractions:</u> Pupils should be taught to: · recognise, find, name and write fractions $\frac{3}{4}$ $\frac{1}{4}$, $\frac{2}{4}$ 2 and 4 3 of a length, shape, set of objects or quantity · write simple fractions for example, $\frac{2}{3}$ 1 of 6 = 3 and recognise the equivalence of $\frac{4}{6}$ $\frac{2}{3}$ and 2 $\frac{1}{3}$. Notes and guidance (non-statutory) Pupils use fractions as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet as the first example of a non-unit fraction. $\frac{4}{3}$	

Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).	Pupils should count in fractions up to 10, starting from any number and using the and equivalence on the number line (for example, 1 , 1 (or 1) , 1 , 2). This reinforces the concept of fractions as numbers and that they can add up to more than one. 2 1 4 2 4 1 4 2 2 1 4 3
<u>Properties of Shape:</u> Pupils should be taught to: ▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ▪ compare and sort common 2-D and 3-D shapes and everyday objects. Notes and guidance (non-statutory) Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.	<u>Position Direction & Movement:</u> Pupils should be taught to: ▪ order and arrange combinations of mathematical objects in patterns and sequences ▪ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Notes and guidance (non-statutory) Pupils should work with patterns of shapes, including those in different orientations. Pupils use the concept and language of angles to describe ‘turn’ by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).
<u>Measures:</u> Pupils should be taught to: ▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ▪ compare and order lengths, mass, volume/capacity and record the results using >, < and = ▪ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ▪ find different combinations of coins that equal the same amounts of money ▪ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ▪ compare and sequence intervals of time ▪ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ▪ know the number of minutes in an hour and the number of hours in a day. Notes and guidance (non-statutory) Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations. Comparing measures includes simple multiples such as ‘half as high’; ‘twice as wide’. They become fluent in telling the time on analogue clocks and recording it. Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.	<u>Statistics:</u> Pupils should be taught to: ▪ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ▪ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ▪ ask and answer questions about totalling and comparing categorical data. Notes and guidance (non-statutory) Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).