

Bishop William Ward Curriculum Map: Year 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Castles	Fire Fire!	Kenya		Beside the Seaside	
English	<p>Over the course of Y.2 the children will focus on the following skills through the genres set out below:</p> <ul style="list-style-type: none"> • 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 <p>The children will continue to work on Letters and Sounds to support their reading and spelling.</p> <p>During the course of the year the class will begin to learn how to join letters with diagonal and horizontal upstrokes</p>					
English	<p>Genres 1:1 (<i>Using the film Shrek</i>)</p> <ul style="list-style-type: none"> -Read & Write Fairy Tales -Write Letters to/from fairytale characters -Traditional poetry 	<p>Genres 1:2</p> <ul style="list-style-type: none"> -Read Non-fiction about the Great Fire of London -Write about a real event -Recount by a person in the Fire -Poetry – Fire -Instructions 	<p>Genres 2:1</p> <ul style="list-style-type: none"> -Read & Write multicultural Tale - link to Kenya -Non-Chronological reports-linked to Kenya -Contemporary poetry -Explanation text 	<p>Genres 2:2</p> <ul style="list-style-type: none"> -Significant Author/Extended stories- Enid Blyton, Faraway Tree & Wishing Chair -Letters -Traditional poetry 	<p>Genres 3:1</p> <ul style="list-style-type: none"> -Non-chronological report -Explanation text 	<p>Genres 3:2</p> <ul style="list-style-type: none"> -Postcards -Narrative writing about personal experience -Information book -Stories by the same author – Lighthouse Keeper
Maths	<ul style="list-style-type: none"> -Estimate and count a number of objects up to 100; locate numbers on 0–100 lines and squares; -compare pairs of numbers and order three numbers, order 2-digit numbers -Revise number bonds to 6, 7, 8, 9 and 10 and know number bonds to 10 and begin to learn related subtraction facts -know multiple of 10 number bonds to 100 and learn bonds to 20 -Double numbers to double 15 -Sort 2D shapes according to symmetry properties using Venn diagrams -using < and > signs 	<ul style="list-style-type: none"> -Understand that 2-digit numbers are made from some 10s and some 1s Add and subtract 10, 20 and 30 to any 2-digit number -Add and subtract 11, 21, 12 and 22 to any 2-digit number -Solve addition and subtractions by counting on and back in 10s then in 1s -Begin to measure in centimetres and metres -Add near doubles to double 15 -Number sequences of 2s, 5s and 10s -Find the totals of coins and ways to make an amount 	<ul style="list-style-type: none"> -place value additions and subtractions -add and begin to subtract 9, 10 and 11 -find a difference between two numbers by counting on -Rehearse complements to multiples of 10 -find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20 --add two 2-digit numbers by counting on -Recognise and identify properties of 3D shapes -tell the time to the nearest quarter on analogue and digital clocks -round 2-digit numbers to nearest 10 	<ul style="list-style-type: none"> -find half of odd and even numbers to 30 -Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes -place 1/2s on a number line -count in 1/2s and 1/4s -Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples -introduce the × sign and record the 2, 5 and 10 times-tables -understand the relationship between seconds, minutes and hours -interpret and complete a pictogram or block graph where one block or symbol represents one or two things -make links between grouping and multiplication to begin to show division -write divisions as multiplications with holes in and use the ÷ sign -write amounts using £.p notation order coins 1p – £2 and notes £5 – £20 add two amounts of money, beginning to cross into £s 	<ul style="list-style-type: none"> -locate numbers on an empty 0-100 line -introduce numbers 101 to 200 and count in 100s to 1000 -Use doubles and number bonds to add three 1-digit numbers -find complements to multiples of 10 -understand subtraction as difference and find this by counting up -add two 2-digit numbers by counting in 10s, then adding 1s; - a block graph where one square represents two units -weigh items using 100g weights using scales marked in multiples of 1kg or 100g - measure capacity in litres and in multiples of 100ml Double multiples of 10 and 5 (answers less than 100) -double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100) -find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); find patterns 	<ul style="list-style-type: none"> - begin to understand that addition undoes subtraction and vice versa -record amounts of money using £-p notation including amounts with no 10s or 1s -find more than one way to solve a money problem -Count in 3s, recognising numbers in the 3 times-table; understand that multiplication is commutative and that division and multiplication are inverse operations -solve divisions as multiplications with a missing number -solve division problems in contexts - tell time to 5 minutes; begin to say the time 10 minutes later -Partition to add two 2-digit numbers; find the difference between two 2-digit numbers -find bonds to 100 using thermometers -revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)
Science	<p>Working Scientifically:</p> <p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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 • checking that the text makes sense to them as they read and correcting inaccurate readings 					
Science	<p>Uses of everyday materials</p> <p>We will be looking at natural and man-made materials and considering the properties of these materials and the relevance of this in their usage. We will investigate changing the shapes of solid objects using different forces.</p>		<p>Animals, including Humans</p> <p>The children will find out about the survival needs of all animals as well as how they grow and change. We will learn about staying healthy by exercising, eating healthily and understand the importance of hygiene.</p>		<p>Plants</p> <p>We will learn about how seeds and bulbs grow into mature plants and investigate what plants need to grow and stay healthy.</p>	<p>All living things & their habitats</p> <p>Through our topic of the Seaside, we will explore and compare the differences between things that are living, dead, and things that have never been alive. We will look at a range of habitats, giving reasons for why they are suited to certain plants and animals. We will also explore simple food chains to identify different sources of food.</p>

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Computing	<p>To Code – 2Simple NXT & Espresso Coding The children will learn to ‘program’ computer software. They will explore how to give commands, and ‘de-bug’ the program to fix any incorrect commands.</p>		<p>Technology in the world – Websites, e-safety. We will research our topic using websites, guided to the children by us. We will explore how to stay safe online, including where they can get support and guidance. We will also explore the age guidance for various sites, and discuss the reasons for these.</p> <p>To Connect – Db Primary The children will be introduced to our Learning Platform. We will be introduced to many of its features, including sending internal email messages.</p>		<p>(ART) Digital media Based on our Kenyan topic, the children will use a range of tools to create different textures, lines, tones, colours and shapes to make pictures.</p>	<p>To Communicate – 2Create a story We will combine photographs and sounds to create a virtual story book.</p>	<p>To Collect – 2Question We will explore branching databases in this unit. We will ask questions based on our work on habitats in Science and use our own virtual databases to answer them.</p>
RE	<p>Harvest: God’s Creation-St Francis of Assisi</p>	<p>Christmas: Christmas Lights</p>	<p>Jesus the Storyteller Jesus the Teacher</p>	<p>Holy Books-Judaism & Islam Special Times- Judaism & Islam Easter: Symbols of Easter</p>	<p>Pentecost: The Holy Spirit</p>	<p>Baptism</p>	
History	<p>History in our locality: Through our work on Castles the main focus of history will be to consider what life was like for people in the past in their locality and how it differs to today and to understand how long ago this was.</p>	<p>Event beyond living memory : Through ‘The Great fire of London’ the children will consider causes of events, sequences of events, the impact of people on events and the use of artefacts in revealing information. We will also look at the impact of significant individuals, primarily Samuel Pepys</p>			<p>Significant Individuals: We will start our topic looking at the heroic actions of Grace Darling and relating this to seaside rescue teams today.</p>	<p>Through English and geography the children will look at how seaside holidays have changed in the last one hundred years. Using photographs they will be able to compare Clacton in Victorian times with today.</p>	
Geography		<p>We will be looking at a map of the British Isles, understanding where London is in relation to Colchester.</p>	<p>Compare local area to non-EU country: Kenya The majority of our geography work will be covered in this term through comparing and contrasting their locality with different aspects of Kenya. This will involve looking at the culture, lifestyle and physical landscape.</p>		<p>Our locality: Rural v Coastal We will spend some time looking at the school grounds, using geographical language and creating maps, participating in orienteering. Through our trip to the seaside the children will be able to contrast a coastal and rural location. We will also look at the physical features and what impact this has on who lives and works there.</p>		
Art & Design	<p>Drawing The children will be taught to draw lines of different sizes and thickness, colour (own work) neatly following the lines, show pattern and texture by adding dots and lines and show different tones by using coloured pencils.</p>		<p>Digital media The children will learn to use a wide range of tools on a graphics programme to create different textures, lines, tones, colours and shapes.</p> <p>In art the children will look at different Kenyan artisans and use their work to inspire their own. They will then evaluate their own and each other’s work.</p>		<p>Painting Through our theme of the seaside the children will look at famous seascapes and experiment with painting in different styles.</p>		
Design & Technology	<p>Materials The children will be taught to cut materials safely using tools provided, measure and mark out to the nearest centimeter, demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) and demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>				<p>Textiles The children will be learning how to use templates, join textiles using running stitch and colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p>	<p>Food The children will explore and evaluate a food product. They will then work in teams to plan, make, test and evaluate their own version of this product. During the ‘making’ aspect the children will learn techniques for preparing food safely and weighing and measuring accurately</p>	
Music	<p>Through our Harvest & Christmas Performances the children will work on the skills of singing and performing</p>		<p>In this term the children will be taught the skills of pitch, timbre, dynamics, rhythm and beat, through African drumming.</p>		<p>The children will compose a piece of music based on a ‘storm’,using instruments. They will also begin to understand the idea of transcription and use symbols to represent their composition.</p>		
PE	<p>Bat & Ball skills</p> <p>Gymnastics</p>	<p>Bat & Ball skills</p> <p>Dance (Christmas Performance)</p>	<p>Golf</p> <p>Dance</p>	<p>BenchBall</p> <p>Dance</p>	<p>Skiing</p> <p>Gymnastics</p>	<p>Athletics</p> <p>French cricket</p>	
PSHE	<p>Me & my relationships</p> <p>Me & my feelings</p>	<p>Me & keeping safe (Link to Bonfire Night)</p>	<p>Me & medicines & drugs</p>	<p>Making a positive contribution</p>	<p>Me & my healthy lifestyle (link to growing our own veg)</p>	<p>Me & growing & changing</p>	

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