



Curriculum Map: Year 2, Autumn 1

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary		Home learning
Maths	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Numbers 10 to 100</p> <ul style="list-style-type: none"> ▪ Pupils explain that one ten is equivalent to ten ones ▪ Pupils represent multiples of ten using their numeral, names, in an expression or an equation ▪ Pupils add and subtract: ten to a multiple of ten, multiples of ten, using their knowledge of facts and unitising ▪ Pupils estimate the position of multiples of ten on a 0-100 number line ▪ Pupils explore the counting sequence for counting to 100 and beyond ▪ Pupils count a large group of objects by: counting groups of tens and the extra ones, using knowledge of unitising by counting tens and ones ▪ Pupils represent a number from 20-99 in different ways and can mark their position on a number line ▪ Pupils compare two, two-digit numbers ▪ Pupils partition a two-digit numbers into tens and ones ▪ Pupils add two, two-digit numbers by partitioning into tens and ones <p>Calculations within 20</p> <ul style="list-style-type: none"> ▪ Pupils add three addends, ▪ Pupils use a ‘First... Then... Now’ story to add 3 addends, ▪ Pupils explain that addends can be added in any order, ▪ Pupils add 3 addends efficiently by finding two addends that total 10, ▪ Pupils add two numbers that bridge through 10, ▪ Pupils subtract two numbers that bridge through 10, ▪ Pupils compare numbers and describe how many more or less there are in each set, ▪ Pupils calculate the difference, ▪ Pupils use knowledge of subtraction to solve problems in a range of contexts, 	Tens Ones Multiples Count More/ greater Less/ fewer Add Subtract Partition Numeral pictogram bar chart	unitising number line compare addend first then now total calculate difference consecutive numbers	<p>Manipulatives - MathsBot.com</p> <p>Maths - Topmarks Search</p> <p>Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</p> <p>NumBots Motivational maths practice for schools and families.</p> <p>KS1 Maths free game - Karate Cats - Primary school times tables, division, shapes, fractions - BBC Bitesize</p> <p>Ten Frames (didax.com)</p> <p>Paint the Squares - Interactive Number Charts (topmarks.co.uk)</p> <p>Unit: Counting and representing the numbers 20 to 99 KS1 Maths Oak National Academy (thenational.academy)</p> <p>Unit: Composition of multiples of 10 KS1 Maths Oak National Academy (thenational.academy)</p>



	<ul style="list-style-type: none"> Pupils explain what the difference is between consecutive numbers, Pupils calculate difference when information is presented in a pictogram, Pupils calculate difference when information is presented in a bar chart. 			
English	<p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Text: The Snow Queen</p> <p>Story Type: Defeating the monster</p> <ul style="list-style-type: none"> Writing a descriptive sentence, using adjectives to describe. Adding the suffix -ness to root words. Building a power of three, descriptive sentence. Understanding and identifying nouns and adjectives. 	capital letter full stop adjective describe noun object, thing, place, idea verb setting character instructions	Procedural writing / Written instruction - BBC Bitesize How to write a sentence - BBC Bitesize What is a setting? - BBC Bitesize How to think about your purpose for writing - BBC Bitesize What are adjectives? - BBC Bitesize What is a noun? Definitions and examples - BBC Bitesize	
Science	<p>Living Things: Habitats</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> Ask questions to further their knowledge. Recall some life processes, giving examples of how they apply to plants and animals. Classify objects into alive, never been alive and was once alive, giving reasons for their choices. Match different plants and animals to their habitats. Give examples of how animals use their habitat for food and shelter. Recall that plants produce their own food for energy. Name living things that are producers and place a producer at the beginning of a food chain. Use arrows to show the order in a food chain. 	Alive Carnivore Dead Depend Diet Energy Food Food chain Growth Habitat Herbivore	Life processes Mammal Omnivore Predator Pretty Shelter sort	What is a polar habitat? - BBC Bitesize What is an ocean habitat? - BBC Bitesize What is a woodland habitat? - BBC Bitesize What is a coastal habitat? - BBC Bitesize What is a food chain? - BBC Bitesize
RE	<p>Judaism - Rosh Hashanah</p> <p>Christianity (Harvest)</p> <p>What is God like for Christians?</p>	challah shofar synagogue candles new year festival celebration	harvest festival vegetables fruits scarecrows	Lesson: What are the Jewish festivals? KS1 Religious education Oak National Academy (thenational.academy) BBC iPlayer - My First Festivals - Series 2: 6. Harvest



		forgiveness special judgement	combine harvester sowing seeds growing	
Art	<p>Drawing: Tell a Story Pupils will learn to:</p> <ul style="list-style-type: none"> Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support. 	Blending Charcoal Concertina Cross hatching Emoji Emotion Expression Frame Hatching Illustrations	Illustrator Lines Mark-making Re-tell Scribbling Sketch Stippling Storyboard Texture Thick Thin	Sketchpad - Draw, Create, Share!
Music	<p>How Does Music Help Us to Make Friends? Musical Spotlight: Pulse, Rhythm and Pitch Pupils will learn:</p> <ul style="list-style-type: none"> That music has a pulse, a steady beat. That music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. That pitch/ rhythm combine when we sing and play. 	Pitch High Low Rhythm Beat Fast slow	Pulse Quick Loud Quiet Like Dislike	
Computing	<p>Information technology around us</p> <ul style="list-style-type: none"> To recognise the uses and features of information technology, To identify the uses of information technology in the school, To identify information technology beyond school, To explain how information technology helps us, To explain how to use information technology safely 	Internet Online Safe Information Device		



	<ul style="list-style-type: none"> To recognise that choices are made when using information technology 		
PSHE	<p>Families and Relationships</p> <ul style="list-style-type: none"> Understand that families offer love and support and that different families may be made up of different people. Consider what friends may be thinking and feeling in different situations. Recognise some issues that may occur in friendships and which of these may need adult help to resolve. Understand that expectations of manners may change according to the situation. Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. Explain what gender stereotypes are in relation to careers. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs. To know that there are ways we can remember people or events. 	<p>friendship love manners feelings emotions family stereotype respect Similar Difference Relationship</p>	
Geography	<p>Would you prefer to live in a hot or cold place?</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 	<p>Climate Compass Continent Country Desert Equator Globe Human feature Ice sheet Land Locate Map Ocean</p> <p>Physical feature Polar Rainforest Rural Sea Temperate Temperature Thermometer Tropical Urban Vegetation Weather</p>	<p>Google Earth</p> <p>Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - BBC Bitesize</p> <p>Hot and cold places - BBC Bitesize</p> <p>What are human and physical features in geography? - BBC Bitesize</p>



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