



Sandford St Martin's CE VA Primary

Cohesive curriculum progression map
Year 2

Year 2 - AUTUMN TERM

Reading	Writing	Maths	Science
<p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p> <p>NC (p28) Understand books that they read themselves and those that they are read to: drawing on what they already know or on background information and vocabulary provided by the teacher ☑ checking that the text makes sense to them as they read and correcting inaccurate reading ☑ making inferences on the basis of what is being said and done ☑ answering and asking questions ☑ predicting what might happen on the basis of what has been read so far</p>	<p><u>1. The Queen's Hat (Fiction)</u> Write Stuff – Narrative EK:</p> <ul style="list-style-type: none"> - Prefix 'un' (Y1 obj) - Regular plural noun suffixes -s or -es - Joining clauses using 'and' - Full stops - Capital letters for names and places - Sentences with different forms - exclamation <p>(4 weeks)</p> <p><u>2. The Great Fire of London (Non-fiction)</u> Write Stuff - Diary Non-Chronological Report EK:</p> <ul style="list-style-type: none"> - Past and present tense - Subordination (when, if, that, because) - Co-ordination (or, and, but) - -er -est in adjectives - The use of -ly to turn an adjective into an adverb - First person - Sentences with different forms - question <p>(5 weeks)</p>	<p>Numbers to 100:</p> <p>Addition and subtraction (1):</p> <p>Addition and subtraction (2):</p> <p>Properties of shapes:</p>	<p style="text-align: center;">Everyday materials <i>Suitability of materials for uses</i> <i>Changing the shape of materials</i></p> <p>EK – Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>EPFW To be able to perform simple tests. To be able to gather and record data to help in answering questions.</p> <p style="text-align: center;">Animals including humans Exercise, eating and hygiene.</p> <p>EK - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. EPFW - To be able to perform simple tests. EPFW - To be able to gather and record data to help in answering questions. (MATHS note teach y2 unit 7 lesson 1 – tally charts prior)</p>

Year 2 – AUTUMN TERM

RE	HISTORY	GEOGRAPHY	MUSIC	PSHE
<p>T - Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. I - Give clear, simple accounts of what the story means to Christians. C - Ways in which Christians show their belief in God as loving and forgiving T - Pupils can tell the story of the birth of Jesus and understand that Jesus is 'God on Earth'. They can recognise that Incarnation is part of the 'Big Story' of the Bible. I - Ways in which Christians use the nativity story in churches and at home C - Think, talk and ask questions about the Christmas story and the lessons they might learn from it</p>	<p>Great Fire of London Know that eye-witness accounts and paintings are both ways in which we can learn about the past</p> <p>Know that events and people in the past can lead to changes that affect our lives now</p> <p>Know that places have the same names as in the past but look very different</p> <p>Know that the Great Fire of London started on 2nd September 1666</p> <p>Know that people used fire to cook and for light, so it was quite easy for a dangerous fire to accidentally occur</p> <p>Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight</p> <p>Know that there was a strong wind which helped the fire to spread</p> <p>Know that the buildings were mostly made out of wood, straw and pitch ;the buildings were very close together and the summer just gone had been very hot and there had been very little rain; this means that the buildings caught fire very easily</p>	<p>Know the names of the seven continents and name on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica.</p> <p>Know the location of the North and South Poles and know that they are the cold parts of the Earth.</p> <p>Know that there is one global ocean that is often divided into five distinct oceans and locate them on a world map and globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean</p> <p>Know that different animals can survive in different places because they are adapted to the different climate of that area and sometimes the different vegetation that grows there.</p>	<p>♪ understand and identify that music can be fast and slow and can find the pulse to the piece of music that I am listening to by dancing, clapping or playing an un-tuned instrument. (Pulse/ Tempo)</p> <p>♪ identify the different layers of a piece of music in the music I listen to. I understand that sounds can be grouped based on the way they are made and some instruments can make more than one type of sound. (Texture/ Timbre)</p> <p>♪ sing simple songs (mi-so), chants and rhymes with some guidance and start to sing collectively at the same pitch while following simple cues. (Singing)</p> <p>♪ understand that music can be the same or different and can give my opinion. I can tell that music has a beginning, middle and an end and can also sometimes have an echo. (Listen and Appraise/ Structure)</p>	<p>Being me in my world I can recognize my own feelings I can talk about my hopes and fears for the year I know that I can make choices. I understand what makes a safe and fair learning environment I understand about rewards and consequences I can value other peoples contributions.</p> <p>Celebrating differences. Begin to understand that gender doesn't define the things that you can do e.g. men can be a nurse, women can be a firefighter. I understand that even though my friends like and do different things to me, we can still be friends. I understand what bullying means.</p>
ART	DT	PE	COMPUTING	MFL
<p>Sparks and Flames Experiment with water colour techniques. To represent objects through painting. To use different skills to produce a mixed media collage.</p>	<p>Glove Puppets Beginning to order and complete the main stages of making with support. Begin to use at least one basic stitch to join 2 materials. Make judgements about their product against the set design criteria.</p>	<p>Real PE Coordination – foot work Static balance – one leg</p> <p>Real PE Dynamic balance to Agility - Jumping and landing Seated balance - seated</p>	<p>To understand what an algorithm is To create a computer program using an algorithm. To create a program using a given design To understand that algorithms follow a sequence To understand and debug simple programs</p> <p>To know how to refine searches using the Search tool. To understand how we should talk to others in an online situation. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure</p>	<p>Colours</p> <p>Numbers to 20</p> <p>Greetings and manners SVP, Merci</p>

Year 2 - SPRING TERM

Reading	Writing	Maths	Science
<p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p> <p>NC (p28) Understand books that they read themselves and those that they are read to: drawing on what they already know or on background information and vocabulary provided by the teacher ☑ checking that the text makes sense to them as they read and correcting inaccurate reading ☑ making inferences on the basis of what is being said and done ☑ answering and asking questions ☑ predicting what might happen on the basis of what has been read so far</p> <p><u>Term 2A</u> World Book Day Poetry Jamboree (re-tell poetry by heart)</p>	<p><u>1. Legend - George and the Dragon (Fiction)</u> Dragon description Letter EK:</p> <ul style="list-style-type: none"> - Expanded noun phrases - Co-ordination (or, and, but), - -ly to turn adjectives into adverbs - Correct choice and use of past tense - Compound words - Formation of nouns using suffixes e.g. -er - Use progressive form of verbs in the past and present tense - Commas to separate items in a list - Apostrophes to mark contractions - Sentences with different forms – statement <p>(4-5 weeks)</p> <p><u>2. How to care for your dragon (Non-fiction)</u> Instructions EK:</p> <ul style="list-style-type: none"> - Sentences with different forms – command <p><u>3. Recount of trip (Non-fiction)</u> (Humanities) EK:</p> <ul style="list-style-type: none"> - Past tense and progressive past tense - First person - Write about real events <p>(1 week)</p>	<p>Money:</p> <p>Multiplication and division (1):</p> <p>Multiplication and division (2):</p> <p>Length and height:</p> <p>Mass, capacity and temperature:</p>	<p>Animals (including humans) Offspring. Basic needs of animals</p> <p>EK – Know that animals, including humans, have offspring which grow into adults</p> <p>EK - Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>EPFW - To be able to use observations to suggest answers to questions.</p> <p style="text-align: center;">Plants</p> <p>EK - Observe and describe how seeds and bulbs grow into mature plants</p> <p>EK – Know and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>EPFW - observing and recording, with some accuracy and set up a comparative test.</p>

Year 2 – SPRING TERM

RE	HISTORY	GEOGRAPHY	MUSIC	PSHE
<p>T - Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news.</p> <p>I - Ways in which Christians follow the teachings studied about forgiveness and peace, and how they put these beliefs into practice in the Church community and their own lives</p> <p>C -Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p> <p>T - Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p> <p>I - How Christians show their beliefs about Jesus as Saviour in church worship.</p> <p>C -Think, talk and ask questions about whether the text has something to say to them; exploring different ideas.</p>	<p><u>Explorers from the past</u></p>	<p>Know that where the land meets the sea is called a coast and when seen on a map this can be called a coastline;</p> <p>know that at the coast there can be steep drops where cliffs meet the sea or ocean and that there can be beaches where the land meets the sea or ocean</p> <p>Know that there are sandy beaches and pebble beaches, which depends on the strength of the waves in an area</p> <p>Know that the closest sea to Wareham is the English Channel</p> <p>Know that an urban area on the coast is called a harbour and that this will be a place ships and boats can dock</p>	<p>♫ play copycat rhythms, copy a leader and invent rhythms for other to copy on untuned instruments. (Rhythm)</p> <p>♫ that sounds move by steps and leaps. I know that sounds can be fast or slow and patterns can be made from these sounds (rhythms). (Pitch/ Duration)</p> <p>♫ work with a partner to improvise simple questions and answer phrases to be sung or played on untuned percussion instruments. I can create music in response using non-musical stimulus (through graphic symbols, dot notation and stick notations as appropriate.) (Performing/ Composing)</p> <p>♫ understand that music can be the same or different and can give my opinion. I can tell that music has a beginning, middle and an end and can also sometimes have an echo. (Listen and Appraise/ Structure) CONTINUE AND DEEPEN</p>	<p>Dreams and goals</p> <p>I can persevere</p> <p>I know what my learning strengths are</p> <p>I can achieve realistic goals</p> <p>I can work as part of a group</p> <p>Healthy me</p> <p>I can make healthy choices.</p> <p>I understand how to eat a healthy diet, that is nutritious.</p> <p>I have learnt some techniques to help me relax.</p>
ART	DT	PE	COMPUTING	MFL
<p>Colour Creations</p> <p>To use colour and collage techniques to reproduce famous art work. E.g. Mondrain</p> <p>To learn how to mix secondary colours.</p>	<p>Pizzas</p> <p>Describe the purpose of their product and state target user in their plan. (Use a given design criteria to help develop their ideas.)</p> <p>Talk about likes and dislikes of products and give reasons</p> <p>Talk and write about how to make products (not necessarily their own) better.</p> <p>Name and sort key foods into the groups on the ‘eat well plate’.</p> <p>Use grating, peeling, and chopping techniques in simple food preparation</p> <p>Key vocab</p>	<p>Real PE</p> <p>Dynamic balance – on a line</p> <p>Static balance - stance</p> <p>Real PE</p> <p>Coordination Ball skills - S</p> <p>Counter balance – with a partner</p>	<p>To understand cells</p> <p>To learn how to copy and paste a spreadsheet</p> <p>To use totaling tools</p> <p>To collect data and produce a simple graph.</p> <p>To gain a better understanding of searching on the Internet</p>	<p>Colours</p> <p>Numbers to 20</p> <p>Greetings and manners</p> <p>SVP, Merci</p> <p>Chant days of the week</p>

Year 2 - SUMMER TERM

Reading	Writing	Maths	Science
<p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p> <p>NC (p28) Understand books that they read themselves and those that they are read to: drawing on what they already know or on background information and vocabulary provided by the teacher ☐ checking that the text makes sense to them as they read and correcting inaccurate reading ☐ making inferences on the basis of what is being said and done ☐ answering and asking questions ☐ predicting what might happen on the basis of what has been read so far</p>	<p><u>1. Neil Armstrong (Non-fiction)</u> Write Stuff – Interview Text EK:</p> <ul style="list-style-type: none"> - Formation of adjectives using suffixes such as -ful, -less - Subordination (when, if, that, because) - Co-ordination (or, and, but) - Commas to separate items in a list - Apostrophes for contracted form and the possessive <p>(4 weeks)</p> <p><u>2. Explorer Poetry</u> EK:</p> <ul style="list-style-type: none"> - Formation of adjectives using suffixes such as -ful, -less, -ment, -ful - Expanded noun phrases to describe <p>(2 weeks)</p> <p><u>3. Traditional Tale with a Twist</u> Write Stuff – Narrative</p> <p>EK:</p> <ul style="list-style-type: none"> - Expanded noun phrases for description and specification - Correct choice and consistent use of present and past tense to mark actions in progress - Apostrophes for contracted form and the possessive <p>(4 weeks)</p>	<p>Statistics</p> <p>Fractions</p> <p>Position and direction</p> <p>Time</p> <p>Problem solving</p>	<p style="text-align: center;">Living things and their habitats</p> <p>EK - To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>EK - To be able to identify and name a variety of plants and animals in their habitats</p> <p>EPFW – To sort and classify EPFW - To be able to record data. <i>(children will know bar chart as block diagram from MATHS unit 7)</i></p> <p style="text-align: center;">Living things and their habitats</p> <p>EK – How different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>EK - 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)</p> <p>EPFW – observe and compare animals.</p>

Year 2 – SUMMER TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>	<p><u>Castles (Corfe Castle Local study)</u></p>	<p>Locate the United States of America within the continent of North America; know that there is a land border with Mexico to the South and Canada to the north, locating both of these countries on the map</p> <p>Know that Washington DC is the capital city of the United States and that New York is the most populous city in the USA</p> <p>Know that the USA has the Atlantic Ocean to the east of the country and the Pacific Ocean to the west</p> <p>Know how to use the language of compass directions to describe the position of notable human features and physical features on a map; know how to describe a journey using compass directions</p>	<p><i>To learn the functions of a paint tool</i></p> <p><i>To recreate art (and look at the work of artists)</i></p> <p><i>To recreate style using the lines template.</i></p> <p><i>To recreate the style using the patterns template.</i></p> <p><i>To make music digitally</i></p> <p><i>To explore, edit and combine sounds</i></p> <p><i>To edit and refine composed music.</i></p> <p><i>To explore how a story can be presented in different ways.</i></p> <p><i>To make a quiz about a story or class topic</i></p> <p><i>To make a fact file on a non-fiction topic</i></p> <p><i>To make a presentation to the class</i></p>	<p>Relationships</p> <p>I understand that there are different types of family.</p> <p>I understand who I can and should trust.</p> <p>I understand that I can say no to someone touching me.</p> <p>I appreciate and know who is special to me.</p> <p>I understand that sometimes there is conflict in friendship and how to deal with it.</p> <p>I know who to talk to if something makes me uncomfortable.</p> <p>Changing me</p> <p>I know and understand some life cycles in nature.</p> <p>I understand what happens when you grow from young to old.</p> <p>I can use the correct terminology to describe the differences in male and female bodies.</p>
ART	DT	PE	MUSIC	MFL
<p>Andy Goldsworthy</p> <p>To respond to the work of a known artists – likes and dislikes.</p> <p>Design and construct using a range of techniques and natural materials.</p>	<p>Vehicles</p> <p>Develop and communicate ideas by talking, drawing, exploring materials, making basic templates. Use ICT/computer aided work where appropriate to develop and communicate ideas. Understand how something can be made stronger/stiffer/more stable.</p> <p>Explore and use wheels and axles.</p> <p>Key vocab</p>	<p>Real PE</p> <p>Coordination – sending and receiving</p> <p>Agility – reaction and response</p> <p>Real PE</p> <p>Agility – ball chasing</p> <p>Static balance – floor work</p>	<p>♫ play a tuned instrument using the notes C, D & E. Know that loud and quiet sounds should be used at different times. (Dynamics and Playing)</p> <p>♫ improvise a short piece of music based on what I have already learnt/ listened to. I can then perform it to others. (Improvise and Perform)</p> <p>♫ understand that music can be the same or different and can give my opinion. I can tell that music has a beginning, middle and an end and can also sometimes have an echo. (Listen and Appraise/ Structure) CONTINUE AND DEEPEN</p>	<p>Colours</p> <p>Numbers to 20</p> <p>Greetings and manners</p> <p>S’il vous plaît, Merci</p> <p>Chant days of the week</p> <p>Chant months of the year</p>