

**English:** When writing stories and letters write using capital letters and correct punctuation; to use conjunctions such as *because, or & but* to add further detail; to include adjectives and adverbs to create interest; to apply their learnt spelling rules when writing; to form all letters neatly with correct orientation. When reading to read fluently without over sounding out; to continue to use phonics to decode unfamiliar words; to make inferences and refer to the text to answer comprehension questions; to discuss and compare events and characters in books.

**Mathematics:** Continue to develop an understanding of place value, addition, subtraction, multiplication and division; to solve problems and engage in investigations; to estimate; to learn how to tell the time to the nearest 15 minutes; to interpret and construct simple pictograms, tally charts, block diagrams and simple tables; to ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; to find, name and write fractions of a length, shape, set of objects or quantity –  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ .

**PSHE:** To identify members of their family and know why it is important to co-operate and share; to accept all families are different; to identify things that cause conflict and show positive ways to resolve; to express appreciation for people with special relationships.

**Science:** To investigate and observe what seeds need to grow healthily; to develop our investigational skills through scientific enquiry; to identify a variety of plants in their habitat; to grow and take care of plants.

**R.E:** To discuss whether the world is a fair place; to consider what might 'God' be like.

## Year 2 Curriculum Map



## Plants and nature

**Art & Design:** To learn about the life and works of 3 famous and influential artists: Akie Nakata, Andy Goldsworthy and Georgia O'Keefe; to use drawing, painting and sculpture to develop and share their ideas, experiences; to compare the 3 artists, describe the differences and similarities between different practices and disciplines, and make links to their own work.

**Geography:** To use simple field work and observational skills to study the geography of their school and its surrounding environment.

**Computing:** Use technology purposefully to create, organise and manipulate digital content; to understand what an algorithm is, to design algorithms and then code them, to use the repeat and timer command, to know what debugging is and debug different programs.

**Design and Technology:** To explore a range of freestanding structures in the school and local environment e.g. everyday products and buildings; to build structures and explore how they can be made stable; to evaluate existing products.

**P.E:** Take part in team games including rounders; to develop skills in athletics; to learn a country-dance routine. To explore and describe different movements and develop their coordination through ball skills.

**Music:** To develop an understanding of the inter-related dimensions of music (pitch, pulse and rhythm); to experiment with, create, select and combine sounds; to use their voice expressively and creatively by singing songs; to play tuned and untuned instruments (percussion and glockenspiels); to listen appraise a range of high-quality music.